DOCUMENT RESUME

ED 229 207 RC 014 043

AUTHOR	Young, Eileen, Ed.
TITLE	Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Apr 83
NOTE	32p.; For related document, see ED 218 372.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Achievement Gains; *Compensatory Education; Delinquency; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Inservice Teacher Education; *Migrant Education; Parent Participation; Program Costs; *Program Effectiveness; Special Education; State Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; *Ohio

ABSTRACT

The report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1982, and provides basic statistics and information on participation trends, instructional impact, expenditure and staffing patterns, inservice education for staff, parent involvement, and 5-year trends. Programs funded include supplemental instruction for educationally disadvantaged children, special educational programs for migrant children, and supplementary services for handicapped, neglected, and delinquent children. Evaluation data indicate: that students in Title I basic programs gained an average of 9 NCEs (normal curve equivalent unit) in reading and an average of 8 NCEs in mathematics; that the migrant education programs helped younger migrant children improve their basic skills in oral language, reading, and mathematics; that programs for handicapped students helped 8-9 of every 10 students reach over half of the objectives set for them; that supplementary instruction for delinquent and neglected children in State facilities resulted in over half of the youngsters gaining one month or more for each month of reading instruction. Some reasons for the success of Title I in Ohio and recommendations for effective provision of future services are outlined. The State's role in providing and administering Title I services is briefly described. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229207

Title I in Ohio

17th Annual Evaluation
Title I, Elementary and Secondary Education Act.

Fiscal 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R.A. Horn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 01 40 43

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
[x] This document has been reproduced as received from the person or organization originating it.
[ ] Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

State of Ohio, Department of Education

BEST COPY AVAILABLE

STATE BOARD OF EDUCATION

Richard C. Glowacki, President, Toledo
Wayne E. Shaffer, Vice President, Bryan
Jean E. Bender, Akron
Wallace E. Blake, Zanesville
Paul Brickner, Willoughby
Jack C. Hunter, Youngstown
Virginia E. Jacobs, Lima
Robert H. Johnson, Springfield
Mary R. Lindner, Cincinnati
William E. Moore, Woodsfield
Sue Ann Norton, Westerville
Paul F. Pfeiffer, Massillon
Edwin C. Price, Jr., Cincinnati
Chester A. Roush, Kettering
Anthony J. Russo, Mayfield Village
Lucy Russo, Cleveland
Steven Schecter, Cleveland Heights
Patricia Smith, Worthington
Sally R. Southard, Oxford
Jo Thatcher, Portsmouth
Karen L. Worley, Elyria

Title I in Ohio

17th Annual Evaluation
Title I, Elementary and Secondary Education Act

Fiscal 1982

Title I Helps Children 1

Basic Programs 2
- Student Participation 3
- Instructional Areas 5
- Impact of Reading Instruction 6
- Impact of Mathematics Instruction 7
- Expenditure Patterns 8
- Staff Positions 10
- Inservice Education 11
- Parent Advisory Councils 12
- Other Parent Involvement 13
- Summary of Successes 14

Special Programs
- Migrant Children 16
- Handicapped Children 20
- Neglected and Delinquent Children 24

State Leadership 28

Five-Year Financial and Human Impact Summary 29

OHIO DEPARTMENT OF EDUCATION □ **Franklin B. Walter,** State Superintendent of Public Instruction □ **R.A. Horn,** Executive Director, Compensatory and Habilitative Education □ 933 High Street, Worthington, Ohio 43085.

BEST COPY AVAILABLE

Title I Helps Children

This 17th annual report provides a summary of recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1982 (the 1981-82 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Title I are funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for such students.

Special provisions of Title I recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provision of Title I also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 in this report explain the basic Title I services provided through Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Title I services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

Title I in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education. A description of the state's leadership role is on page 28.

BEST COPY AVAILABLE

Basic Programs

Nearly all school districts in Ohio qualify for Title I funds and, except for a few with small allocations, most participate. In fiscal 1982, a total of 603 of 615 districts operated Title I programs. This is consistent with the trend of 97 to 98 percent of all school districts using this source of funding.

Fiscal Year	Districts Participating	Percent of All Districts
1978	599	97%
1979	602	98
1980	601	98
1981	602	98
1982	603	98

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to Ohio school districts for basic Title I for the last five years total over $377,000,000. Note that the grant award decreased in fiscal 1981 and again in 1982.

Fiscal Year	Grant Award
1978	$57,263,893
1979	71,843,792
1980	84,609,916
1981	83,244,360
1982	80,281,200

Title I is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes which occur during the school year.

During the past five years, with the exception of fiscal 1979, carryover funds have helped districts to provide more instructional services than could have been provided by the grant award alone.

All basic program statistics which follow relate to actual expenditures of Title I funds rather than grant awards.

Five-Year Trends: Title I Expenditures

Fiscal Year	Current Funds	Carryover Funds	Total Expenditures
1978	$52,371,578	$ 9,619,739	$61,991,317
1979	60,412,386	8,335,947	68,748,333
1980	74,675,344	11,642,053	86,317,397
1981	77,255,662	15,224,388	92,480,050
1982	73,309,416	9,901,159	83,210,575

BEST COPY AVAILABLE

Student Participation

Most Title I activities in Ohio are conducted during the regular term, and over half are directed toward serving children in grades one through three. The 602 school districts providing Title I instruction during the regular term served 126,374 students. The 10 districts having summer term instruction served 940 students. Of these students, 388 participated in both terms.

The grade level with the most participants was grade one with 27,470 students. Grade two ranked second with 23,355. Grades three and four followed with 19,116 and 17,319 respectively.

Very few school districts provide Title I services at the secondary level. On a combined basis, only 7 percent of all participants in fiscal 1982 were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1982 Title I Students

Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
PreK-K	9,614	8%	94	10%	9,701	8%
Grades 1-3	69,773	55	272	29	69,941	55
Grades 4-6	37,633	30	202	21	37,760	30
Grades 7-8	7,503	6	121	13	7,575	6
Grades 9-12	1,851	1	251	27	1,949	1
Totals	**126,374**	**100%**	**940**	**100%**	**126,926**	**100%**

On the average, nearly 135,000 children were in Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 34 weeks. Summer term students typically study under teacher guidance for over an hour a day for seven or eight weeks.

Note that the emerging trend is to serve students during the regular term only, rather than during both terms or the summer only.

Five Year Trends: Title I Students

Fiscal Year	Regular Term Only	Summer Term Only	Both Terms	Total
1978	117,652	4,280	4,284	126,216
1979	120,817	3,537	5,912	130,266
1980	142,562	1,901	1,692	146,155
1981	143,075	873	681	144,629
1982	125,986	552	388	126,926

BEST COPY AVAILABLE

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Title I programs and are provided appropriate services. In fiscal 1982, a total of 6,163 private school students received Title I instruction. Only 5 private school students participated during the summer, including 4 who participated both terms.

1982 Private School Students

Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kind.-grade 3	3,319	54%	4	80%
Grades 4-6	2,138	35	1	20
Grades 7-12	705	11		
Totals	**6,162**	**100%**	**5**	**100%**

During each of the past five years, an average of 6,000 private school students were helped by Title I teachers or tutors.

Five-Year Trends: Private School Students

Fiscal Year	Regular Term	Summer Term	Either or Both Terms
1978	5,517	693	5,887
1979	4,485	626	4,693
1980	6,040	839	6,412
1981	6,854	28	6,866
1982	6,162	5	6,163

Local school districts receive extra Title I dollars to help students who reside in homes for neglected or delinquent children. In fiscal 1982, a total of 2,615 such students were served. Of these, 276 participated both terms.

1982 Neglected or Delinquent Students

Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kind.-grade 3	189	8%	71	13%
Grades 4-6	285	12	110	20
Grades 7-12	1,872	80	364	67
Totals	**2,346**	**100%**	**545**	**100%**

The trend in delivery of Title I services for neglected or delinquent students is moving from summer only to regular term or both. In fiscal 1982, nearly 90 percent of the students participated during the regular term and over 10 percent received extra help both terms.

Five-Year Trends: Neglected or Delinquent Students

Fiscal Year	Regular Term	Summer Term	Either or Both Terms
1978	1,670	837	2,257
1979	1,635	671	2,106
1980	2,242	772	2,666
1981	2,024	583	2,396
1982	2,346	545	2,615

BEST COPY AVAILABLE

Instructional Areas

Reading instruction is almost always identified as the most crucial area of need. First priority for participation is given to children most in need of additional help. In fiscal 1982, participants were students who scored at or below the 33rd percentile on a standardized achievement test. A total of 111,746 students received services during the regular term and 724 during the summer.

The usual procedure is for groups of five or six students to leave their regular classroom for 30 to 35 minutes a day and meet with a Title I teacher in a separate room. Instruction is geared to a level where each child can be successful.

Math instruction, the second-ranked area of need, is usually conducted in a smaller group setting similar to that for reading. A total of 11,886 students participated during the regular 1981-82 school year, but only 566 in the summer.

In a few instances, the district determines the need for preschool education for children under five. As noted below, 3,367 youngsters were involved during the 1981-82 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Eighty-eight percent of the 126,374 regular term participants received reading instruction. During the summer term, 77 percent of the 940 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 9 percent were involved in the regular term while 60 percent received mathematics instruction in the summer.

Through the years, the extra instruction provided by Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

1982 Title I Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 126,374 Participants	Participants in Area	Percent of All 940 Participants
Reading	111,746	88%	724	77%
Mathematics	11,886	9	566	60
Preschool education	3,367	3		
Tutorial services*	1,327	1	180	19

*in subject areas other than reading and math, mostly for neglected and delinquent youth.

Five-Year Trends: Participation by Instructional Areas

Instructional Areas	Percent of All Regular Term Participants					Percent of All Summer Term Participants				
	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982
Reading	88%	89%	89%	88%	88%	91%	81%	80%	73%	77%
Mathematics	9	8	10	11	9	67	75	54	48	60
Preschool education	4	4	3	3	3	1	1			
Other*	1	1		1	1	2	3	3	8	19

*Mostly tutorial services for neglected and delinquent children residing in institutions.

BEST COPY AVAILABLE

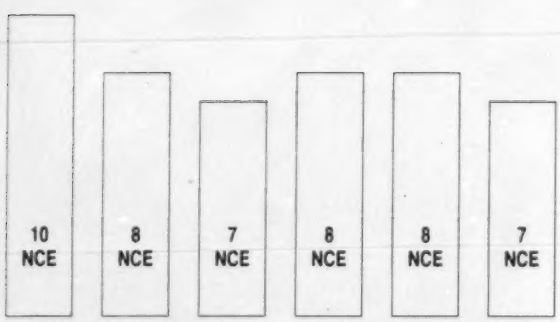
Impact of Reading Instruction

To evaluate the effectiveness and impact of Title I reading instruction, each local school uses standardized tests to check students' skills in the fall and again in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting measures academic gains which can be attributed to extra instruction provided by Title I. To interpret the data, the reader should understand the following:

- This evaluation model is designed for students in grades two and above. Younger children are tested near the dates instruction begins and ends, but NCE gains below grade two are not included in this report.
- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class—that is, make no NCE gains.
- With extra Title I instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph below indicates, second graders in Ohio who received Title I reading instruction in 1982 were 3 units above this rate. This gain is especially significant since over 18 percent of all participants were enrolled at this grade level. Average gain for all students was 9 NCEs.

1982 Gains in Reading



Gains reported are for a sampling group which generated 18,593 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.

The extra instruction provided by Title I annually helps over 110,000 youngsters improve their basic reading skills. Stated another way, about nine of ten participants are selected for Title I instruction because of reading deficiencies.

During the past five years, average gains in reading have consistently been at or above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting Title I participation to children who score at or below the 33rd percentile on a standardized test. The only exception is the minimal gains made by a small sample group of grades 7-12 students in 1981.

Five-Year Trends: Gains in Reading

Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1978	15	10	9	9	8	9	12
1979	13	13	12	11	9	9	12
1980	15	11	9	9	9	8	11
1981	12	10	8	8	7	3	10
1982	10	8	7	8	8	7	9

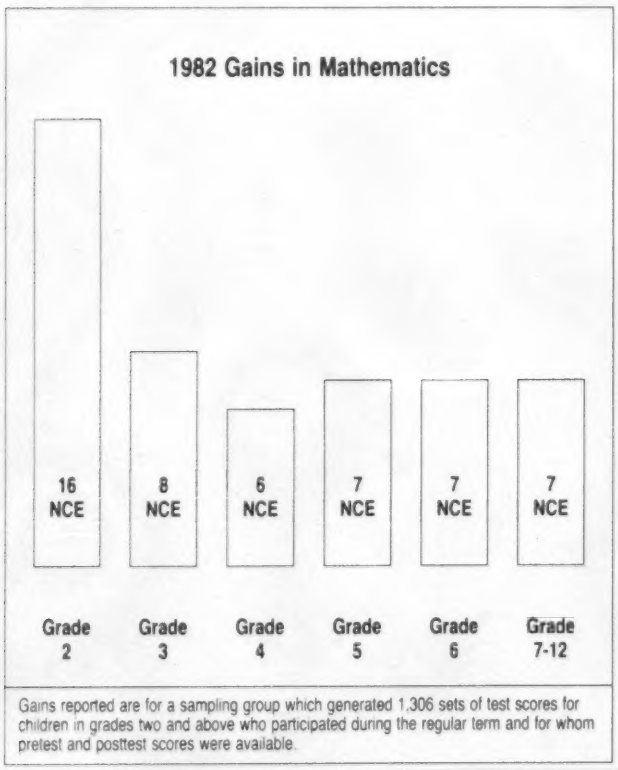
BEST COPY AVAILABLE

Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. The system for reporting is the same as that used for reading.

As 1982 gains in mathematics are studied, keep in mind that there were only 11,886 regular term participants in this area compared with 111,746 in reading.

Note that the average NCE gain of second graders was more than double the number (7) considered significant. The average gain for all students combined was 8 NCEs.

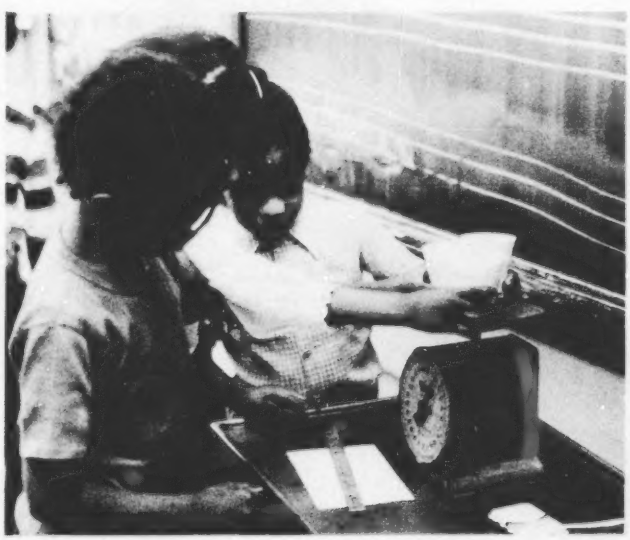


Gains reported are for a sampling group which generated 1,306 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.

During the past five years, about one of every ten Title I participants received extra math instruction. Gains tend to run higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

Five-Year Trends: Gains in Mathematics

Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1978	17	17	18	16	13	8	15
1979	22	18	26	22	23	10	22
1980	15	15	16	14	14	11	15
1981	19	15	6	11	7	15	10
1982	16	8	6	7	7	7	8



BEST COPY AVAILABLE

Expenditure Patterns

People trying to understand the size and scope of Title I want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Less than two-tenths of one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable percentage increases in mathematics and in the "other" category, which includes tutoring provided for neglected and delinquent children who reside in institutions.

1982 Title I Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$70,400,528	85%	$ 70,635	59%	$70,471,163	85%
Mathematics	8,076,837	10	24,145	20	8,100,982	10
Preschool education	3,567,154	4			3,567,154	4
Other*	1,045,590	1	25,686	21	1,071,276	1
Totals	**$83,090,109**	**100%**	**$120,466**	**100%**	**$83,210,575**	**100%**

*Supportive services and tutoring for neglected and delinquent children residing in institutions.

The trend for Title I in Ohio, not only for the last five years but for the previous twelve, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of math skills. The only other area with significant expenditures is preschool education.

Five-Year Trends: Expenditures by Instructional Areas					
Instructional Areas	1978	1979	1980	1981	1982
Reading	82%	84%	85%	83%	85%
Mathematics	9%	9%	10%	10%	10%
Preschool education	7%	6%	5%	5%	4%
Other*	2%	1%		2%	1%

*Supportive services for tutoring for neglected and delinquent children residing in institutions.

BEST COPY AVAILABLE

1982 Title I Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and fringe benefits	$78,973,674	95%	$107,514	89%	$79,081,188	95%
Instructional materials, supplies, and equipment	1,778,416	2%	11,501	10%	1,789,917	2%
Supportive services	2,338,019	3%	1,451	1%	2,339,470	3%
Totals	**$83,090,109**	**100%**	**$120,466**	**100%**	**$83,210,575**	**100%**

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers, tutors, and aides who work directly with children. In contrast, less than two-tenths of one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas					
Function Areas	1978	1979	1980	1981	1982
Salaries and fringe benefits	93%	94%	92%	93%	95%
Instructional materials, supplies, and equipment	3%	3%	4%	3%	2%
Supportive services	4%	3%	4%	4%	3%

Another way to look at expenditures is by average cost per student receiving extra instruction during the regular term, summer term, or both.

In fiscal 1982, the 126,374 children in regular term activities were served at an average cost of $657 each or about $3.87 a day. In the summer of 1982, the average cost for each of 940 students was $128 or about $3.66 a day. Cost for each of the 388 students served both terms averaged $785 or $3.83 a day.

During the past five years, average participant expenditures have increased at a rate much less than the rate of inflation.

Average Participant Expenditures			
Fiscal Year	Regular Term	Summer Term	Both Terms
1978	$503	$ 83	$586
1979	536	83	619
1980	595	132	727
1981	642	116	758
1982	657	128	785

BEST COPY AVAILABLE

Staff Positions

1982 Title I Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers tutors	2,701	671	3,016	54	8	58
Teacher aides	726	216	832			
Coordinators, supervisors, directors	58	301	123	2	1	2
Counselors psychologists	6	7	8			
Secretaries	43	184	85	4	1	4
Other supportive	54	232	86	3	1	3
Totals	**3,588**	**1,611**	**4,150**	**63**	**11**	**67**

Ninety-five percent of all Title I expenditures in 1982 were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,372 teachers, some of whom worked as tutors, were employed during the regular term and 62 worked during the summer. The average regular term teacher met with seven groups of five children daily. In the summer, the typical teacher met with two or three groups of four to nine children.

Title I teachers are sometimes assisted by aides. In 1982, a total of 942 aides assisted Title I teachers during the regular term. In the summer, no aides were employed.

During the regular term, 93 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, when more supportive staff must be provided, 87 percent of the positions were filled by teachers and tutors.

The effectiveness of Title I depends on concentrated, direct instruction of children. Between 1978-1982, the average regular term Title I teacher met with 37 to 43 children per day with four to six per class. During the summer, when morning only sessions are typical, the average teacher met with 12 to 16 children per day with seven to nine per class.

Five Year Trends: Title I Staff Positions

Staff Positions	Regular Term					Summer Term				
	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982
Teacher tutors (full-time equivalent)	3,126	3,449	3,679	3,382	3,016	562	664	274	125	58
Participants	121,936	126,729	144,254	143,756	126,374	8,564	9,449	3,593	1,554	940
Average pupil-teacher per day ratios	39-1	37-1	39-1	43-1	42-1	15-1	14-1	13-1	12-1	16-1
Average pupil-teacher class size ratics	5-1	4-1	5-1	5-1	6-1	8-1	7-1	7-1	8-1	9-1

BEST COPY AVAILABLE

Inservice Education

The teachers, tutors, aides, and others who are responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Title I activity.

In 1982, a total of $185,255 was used to provide inservice education for 3,729 of the persons who held Title I staff positions. An additional 827 other staff members who worked with Title I participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1982 Inservice Participants	Title I Staff	Other Staff
Teachers/tutors	2,524	450
Teacher aides	830	53
School administrators	202	193
Curriculum specialists	24	19
Others	149	112
Totals	**3,729**	**827**

BEST COPY AVAILABLE

Parent Advisory Councils

Title I regulations in fiscal 1982 required each school district to have a district Title I parent advisory council. If Title I instruction was provided in more than one building, separate school councils were sometimes required.

The size of the district council ranged from less than 10 to over 100. A majority of the members had to be parents of children currently participating in Title I. Other members included parents of children who participated in previous years, community representatives, and other interested persons.

Involvement of parents in an advisory role significantly increased the effectiveness of Title I. Council members reviewed applications prior to annual submission to the state department of education, made recommendations for improving Title I activities as they relate to the needs of children, and continued to serve throughout the year in a variety of ways. Typical functions included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers within the school.

During fiscal 1982, a total of 1,914 district council meetings were held in the 603 districts receiving Title I funds. Membership totaled 7,528 persons. Another 4,676 meetings were held at the school level. Membership totaled 26,238. In addition to local school and district meetings, council members are encouraged to organize and attend county or multidistrict meetings.

1982 Council Membership	District Councils	School Councils
Parents of public school participants	6,278	22,219
Parents of private school participants	342	1,512
Parents of eligible but unserved children	356	967
Community representatives, other interested persons	552	1,540
Totals	**7,528**	**26,238**

Annual district council membership for the last five years has averaged over 8,800 parents and other interested persons. The apparent decline for 1980 through 1982 reflects better instructions to report elected members only.

School council membership has increased significantly since 1978. Reasons for the increase include dedicated efforts by Title I teachers and building principals to reach parents and convince them of the importance of council activities in relation to their children's academic achievements.

Five-Year Trends: Council Membership		
Fiscal Year	District Councils	School Councils
1978	9,055	20,746
1979	10,176	22,950
1980	9,144	25,217
1981	8,172	26,177
1982	7,528	26,238

BEST COPY AVAILABLE

Other Parent Involvement

The major goal of all parent involvement related to Title I is improved student achievement. As would be expected, involvement extends far beyond advisory council roles.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Parents (whether council members or not) frequently visit their own child's Title I class; help make instructional games for use at school or at home; attend meetings with guest speakers; and help out as volunteer tutors, storytellers, and monitors.

Teachers in some districts also visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

One noticeable change in parent involvement in the past five years has been a shift in emphasis from home visits to conferences at the school with Title I staff members. Because fewer students participated in 1982, parent involvement in all categories was lower.

1982 Types of Involvement	Parents*
Individual conferences with Title I staff members	87,963
Classroom visits by parents	29,394
Group meetings (in addition to council meetings)	21,165
Home visits by Title I staff members	9,840

*An estimated total of 72,316 parents of Title I students were involved one or more times in the listed activities.

Five-Year Trends: Other Parent Involvement

Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings	Home Visits
1978	78,776	31,729	29,460	16,401
1979	91,857	31,641	32,058	13,131
1980	94,018	33,808	28,948	14,798
1981	91,239	33,739	24,900	14,715
1982	87,963	29,394	21,165	9,840

BEST COPY AVAILABLE

Title I Basic Programs

Title I helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped annually and permanently.

The following list provides supportive evidence and a summary of Title I operations during fiscal 1982 (the 1981-82 school year and the summer which followed).

- Of Ohio's 615 school districts, 603 or 98 percent conducted Title I programs.
- Local school districts spent $83,210,575 of Title I funds, plus $11,343,911 of other funds, to provide this extra instruction for 126,926 educationally disadvantaged children.
- Most Title I activities were in the regular school term, during which over 99 percent of the participants received instruction and nearly all expenditures were made.
- Ninety-three percent of the students receiving Title I instruction were in grade six or below. The greatest concentration of pupils, 69 percent, was in grades one through four.
- Highest priority for Title I services is given to reading. Eighty-eight percent of all regular term participants and 77 percent of all summer term participants received instruction in this area.
- Title I participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 9 NCEs (the normal curve equivalent unit of measure especially designed to measure Title I progress). Students receiving mathematics instruction gained an average of 8 NCEs. (A gain of 7 or above is considered significant.)
- Eighty-five percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with ten and four percent respectively.
- Ninety-five percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 3,016 teachers or certificated tutors, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 58 teachers or tutors on a full-time equivalent basis.
- Parent advisory councils were an integral part of Title I. A total of 6,976 parents served on district councils and 24,698 were on building councils.

BEST COPY AVAILABLE

Summary of Successes

Several reasons for the success of Title I in Ohio through the years are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of basic reading and math skills.
- Coordination of Title I and classroom instruction.
- Reliance on school principals as instructional leaders.
- Support by local boards of education with additional funds for Title I purposes.
- Meaningful involvement of parents in advisory roles.

Title I is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. Several courses of action by school administrators are recommended:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- Urge teachers to continue developing personalized instructional plans for each child in a Title I class.
- Seek ways to motivate more children to improve their reading skills.
- Continue to involve parents in meaningful advisory roles.
- Convince legislators and the public through the development of effective publications, audiovisual presentations, and speaking engagements that Title I helps children.

Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that:

- Title I helps thousands of children annually to improve their reading and math skills and to be successful in school.
- Much remains to be done to help thousands of additional eductionally disadvantaged children each school year.
- Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- Local school districts and states cannot solve educational problems alone. *Federal aids for areas of special need is essential.*

BEST COPY AVAILABLE

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, have information about numbers of children sent to the national Migrant Student Record Transfer System, and tell parents about the educational services provided through Title I.

The table below reports the number of children counted for the past five years and the grant awards.

Ohio Child Count and Funds		
Fiscal Year	Children Ages 0-21	Grant Award
1978	7,228	$1,494,770
1979	5,695	1,488,656
1980	5,615	1,712,154
1981	5,400	1,712,154
1982	5,474	1,712,154

Two crops—pickles and tomatoes—currently attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

The number of students who enroll each year fluctuates with labor demands and weather conditions. The significant drop in the child count and school enrollment between 1978 and 1979, for example, reflects increased use of mechanical tomato harvesters. The slight increase in enrollment from 1981 to 1982 may be due to better weather conditions for hand harvesting pickles.

Districts and Participants		
Fiscal Year	Districts	Participants
1978	31	5,078
1979	28	3,872
1980	29	3,203
1981	26	2,860
1982	26	3,240

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Seasonal enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year					
Season	1978	1979	1980	1981	1982
Spring	261	82	133	128	78
Summer	3,243	2,259	2,382	1,905	2,017
Fall	2,120	1,899	1,622	1,429	1,257

BEST COPY AVAILABLE

About 60 percent of the migrant youngsters receiving Title I instruction are usually enrolled in grades one through six. Over 20 percent are typically in preschool or kindergarten. The remainder are in grades seven through twelve.

Enrollment by Grade Ranges				
Fiscal Year	PreK-K	1-3	4-6	7-12
1978	22%	35%	27%	16%
1979	22	36	26	16
1980	23	36	25	16
1981	19	35	27	19
1982	23	34	24	19

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children use Spanish as their native language. Improvement of reading and math skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the spring and summer.

Elementary Instructional Areas			
Subject Areas	Percent of 1982 Enrollment		
	Spring	Summer	Fall
Oral language	94%	70%	40%
Reading	94	75	45
Mathematics	68	77	31

At the secondary level during the spring and fall, migrant students have the same course choices as local students. Title I emphasis is on tutoring and pullout classes as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Secondary Instructional Areas			
Subject Areas	Percent of 1982 Enrollment		
	Spring	Summer	Fall
Tutoring/pullout classes	100%		100%
English/ESL		42%	
Mathematics		20	
Vocational		14	
Other		27	

BEST COPY AVAILABLE

About 83 percent of Title I funds for migrant education are used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. During the summer months, pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to a national data bank.

Expenditures by Function Areas

Function Areas	1978	1979	1980	1981	1982
Staff salaries, fringe benefits	84%	85%	84%	83%	83%
Instructional materials, supplies, equipment	3	3	4	2	3
Supportive services	13	12	12	15	14

Since 1979, parent involvement requirements for migrant education have been similar to those for basic Title I. School councils are formed in each participating district. Beyond these, a state-level council serves in a role similar to that of district councils for basic Title I programs. In earlier years, parent councils for migrant education were encouraged but not required.

Other types of involvement by migrant parents include recruitement assistance, conferences with teachers about their own children, and attendance at open house events.

Parent Involvement

Types of Involvement	Term	1978	1979	1980	1981	1982
Advisory council membership	Spring		2	13	7	2
	Summer	50	113	138	155	135
	Fall	23	70	103	96	23
Recruitment assistance	Spring	15	12	14	10	
	Summer	120	25	40	103	110
	Fall	77	34	22	20	5
Individual conference	Spring	12	7	4		4
	Summer	517	96	172	147	223
	Fall	72	114	138	149	123
Open house	Summer	1,436	789	1,018	965	746
	Fall	50	14	80	55	67

BEST COPY AVAILABLE

Title I for Migrant Children: Summary of Successes

Fiscal 1982 highlights and successes of migrant education in Ohio include the following:

- About 89 percent of the 3,240 participants were interstate travelers, most with home base addresses in Texas or Florida. The parents of about 10 percent were former migrants who have permanently settled in Ohio within the last five years. One percent were from families who traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, districts operated special migrant schools. In the spring and fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for supplemental instruction which was tutorial in nature.
- Emphasis was on instruction which helps younger students improve their basic skills in oral language, reading, and mathematics. The subjects most frequently studied by older students were English, mathematics, and science.
- The six districts enrolling over 150 migrant students during the summer were Elmwood, Findlay, Fremont, Lakota, Old Fort, and Pike-Delta-York. Four districts — Eastwood, Napoleon, Old Fort, and Woodmore — served 100 or more students in the fall.
- Two districts provided year-round programs, with 81 students enrolled in Fremont and 17 in Toledo.
- Thirty-nine high school students earned one-half or more units of credit which were transferred to the high school of their choice in Texas, Florida, or wherever they plan to graduate. Information about hours of instruction was transferred for all high school students.
- The state migrant education center provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- Additional reading materials were available to students, thanks in large measure to 250,000 books donated by Xerox Corporation and distributed through the state migrant education center.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks, recruiters, and nurses. The most comprehensive inservice effort was a one-week English-as-a-second language workshop for teachers.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.

BEST COPY AVAILABLE

Special Programs for Handicapped Children

Another of the three special sections of Title I provides supplementary funds to meet important educational needs of handicapped children in state-operated and state-supported schools. In Ohio, during each of the past five years, an average of 6,200 children have been helped through this source of federal aid to education.

The reduction in participants from 1978 to 1982 reflects declining populations in residential institutions and provision of more services through local schools. The gradual grant award increases have enabled school officials to keep pace with inflation-related costs and to provide more effective services to the youngsters selected for Title I activities.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1978	98	6,883	$6,175,712
1979	100	6,915	6,788,169
1980	102	6,731	7,331,154
1981	99	5,885	6,993,862
1982	104	4,766	7,019,161

In fiscal 1982, the Ohio Department of Mental Retardation and Developmental Disabilities provided Title I services to 4,247 youngsters. Participants were enrolled in two types of special-purpose schools:

- Eighty-seven schools for mentally retarded and developmentally disabled children. (These schools are operated by county boards under the auspices of the state agency.)
- Ten schools for mentally retarded and developmentally disabled children residing in state developmental centers—Apple Creek, Columbus, Gallipolis, Mt. Vernon, Northeast, Northwest, Orient, Springview, Tiffin, and Youngstown.

The Ohio Department of Mental Health provided Title I services in five residential schools for emotionally disturbed children. A total of 272 students benefited at Central Ohio Adolescent Center and at Cambridge, Dayton, Millcreek, and Sagamore Hills psychiatric hospitals.

BEST COPY AVAILABLE

The Ohio Department of Education operates two residential schools for handicapped children—the Ohio State School for the Blind and the Ohio School for the Deaf. In fiscal 1982, these schools provided Title I services to 247 students.

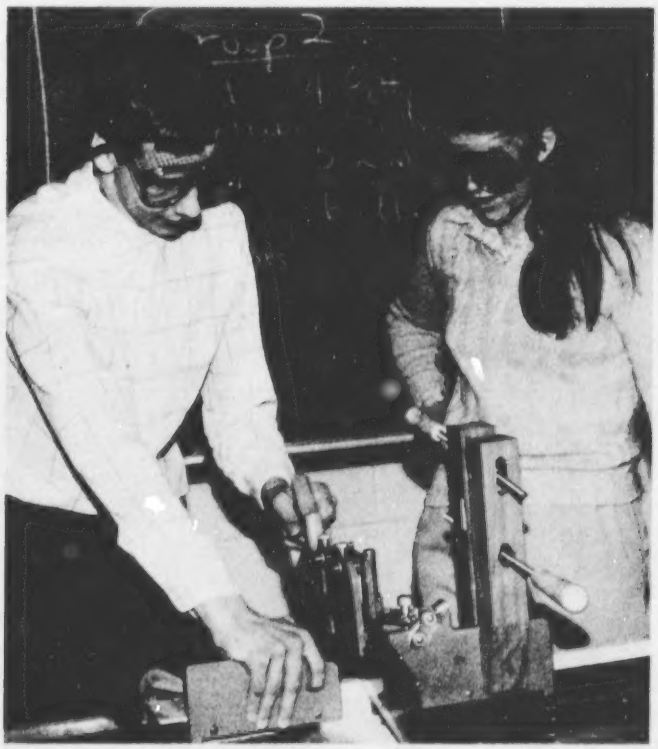
Eighty-six percent of the handicapped children in Ohio who received Title I services were enrolled in county-operated schools. The others attended school on the premises of the state facility where they permanently or temporarily lived.

Title I Participants by Type of School

Type of School	1978	1979	1980	1981	1982
County Boards of Mental Retardation and Developmental Disabilities	5,797	5,647	5,637	5,072	4,103
Mental Retardation and Developmental Disabilities Centers	337	450	431	269	144
Mental Health Hospitals and Centers	261	332	282	236	272
Ohio School for the Deaf	333	345	249	187	175
Ohio State School for the Blind	155	141	132	121	72
Totals	**6,883**	**6,915**	**6,731**	**5,885**	**4,766**

Special Title I funds for handicapped children are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs often leads to a provision of services for children who are under or above the traditional school ages of six through seventeen. Information about age ranges has not been reported consistently in recent years, but the data clearly indicate that a trend to include services for those under age six and above seventeen is emerging.

Fiscal Year	Participants by Age Ranges		
1978	51% – Age 9 or under	42% – Ages 10-18	7% – Ages 19-21
1979	23% – Age 5 or under	64% – Ages 6-18	13% – Ages 19-21
1980	26% – Age 5 or under	59% – Ages 6-17	15% – Ages 18-21
1981	27% – Age 5 or under	56% – Ages 6-17	17% – Ages 18-21
1982	29% – Age 5 or under	28% – Ages 6-12	43% – Ages 13-21



BEST COPY AVAILABLE

Ninety-eight percent of all funds made available in fiscal 1982 through state agency provisions of Title I for handicapped children were used for instructional salaries, fringe benefits, or contracted personal services.

Expenditures by Function Areas

Function Areas	1978	1979	1980	1981	1982
Salaries, fringe benefits, contracted personal services	99%	99%	99%	98%	98%
Instructional materials, supplies, equipment, supportive services	1	1	1	1	1
Administration	*	*	*	1	1

*Estimated 1-1.5%, mostly in salaries for 1978-1980.

Instructional activities and services for handicapped children are quite diversified. The types of teachers, specialists, and aides employed and the numbers of children they serve indicate instructional priorities.

Staff and Children by Instructional Areas

Instructional Areas (Rank Order by Numbers of Children Served)	Title I Staff (Full-Time Equivalent)		Children Served			
	Teachers/ Specialists	Aides	Ages 0-5	Ages 6-12	Ages 13-20	Total
Language development	12	16	226	312	297	835
Occupational therapy	18	6	334	301	195	830
Physical development	16	1	195	207	310	712
Prevocational training	19	13	18	108	566	692
Preschool early childhood	55	47	554	41	10	605
Physical therapy	13	3	297	175	104	576
Multihandicapped	60	86	109	190	228	527
Speech hearing therapy	10		173	141	134	448
Developmental	35	56	52	175	178	405
Reading skills	3		95	32	63	190
Infant stimulation	10	3	181	1		182
Math skills	2		81	26	55	162
Home-based instruction	11		93	27	17	137
Behavior management	12	16	3	42	67	112

BEST COPY AVAILABLE

Another way to look at the impact of Title I funding for handicapped children is through the services provided within each of the types of schools.

The schools operated by county boards served the most children and, as would be expected, their Title I services were the most diversified. In fiscal 1982, services for preschoolers and classes for school-age multihandicapped children were typical priorities.

State institutions for the mentally retarded and developmentally disabled frequently used Title I funds to employ additional teachers and aides for developmental and prevocational classes.

As the schools for hospitalized emotionally disturbed children, Title I instruction was directed toward improvement of reading and math skills and toward career awareness orientation.

Students at the Ohio School for the Deaf were provided work-study classes and occupational therapy.

Title I at the Ohio State School for the Blind included mobility training and improvement of daily living skills.

Because of the severity of handicaps and diversity of Title I services, statistics compiled at the state level must be generalized. As the table below indicates, from 77 to 87 percent of the students in all age ranges successfully achieved over one-half of their short-term objectives.

Student Progress With Short-Term Objectives

Degree of Improvement	Ages 0-5	Ages 6-12	Ages 13-21	Total
Marked improvement (80-100% achieved)	49%	32%	31%	38%
Improvement (50-79% achieved)	38%	45%	47%	43%
Little or no improvement (49% or less achieved)	13%	23%	22%	19%

Title I for Handicapped: Summary of Successes

Students with severe handicaps are successfully achieving realistic short-term objectives. Teachers and other evaluators, using both subjective and objective criteria, report that fiscal 1982 Title I funds helped eight or nine of every ten students reach over half of the objectives set for them.

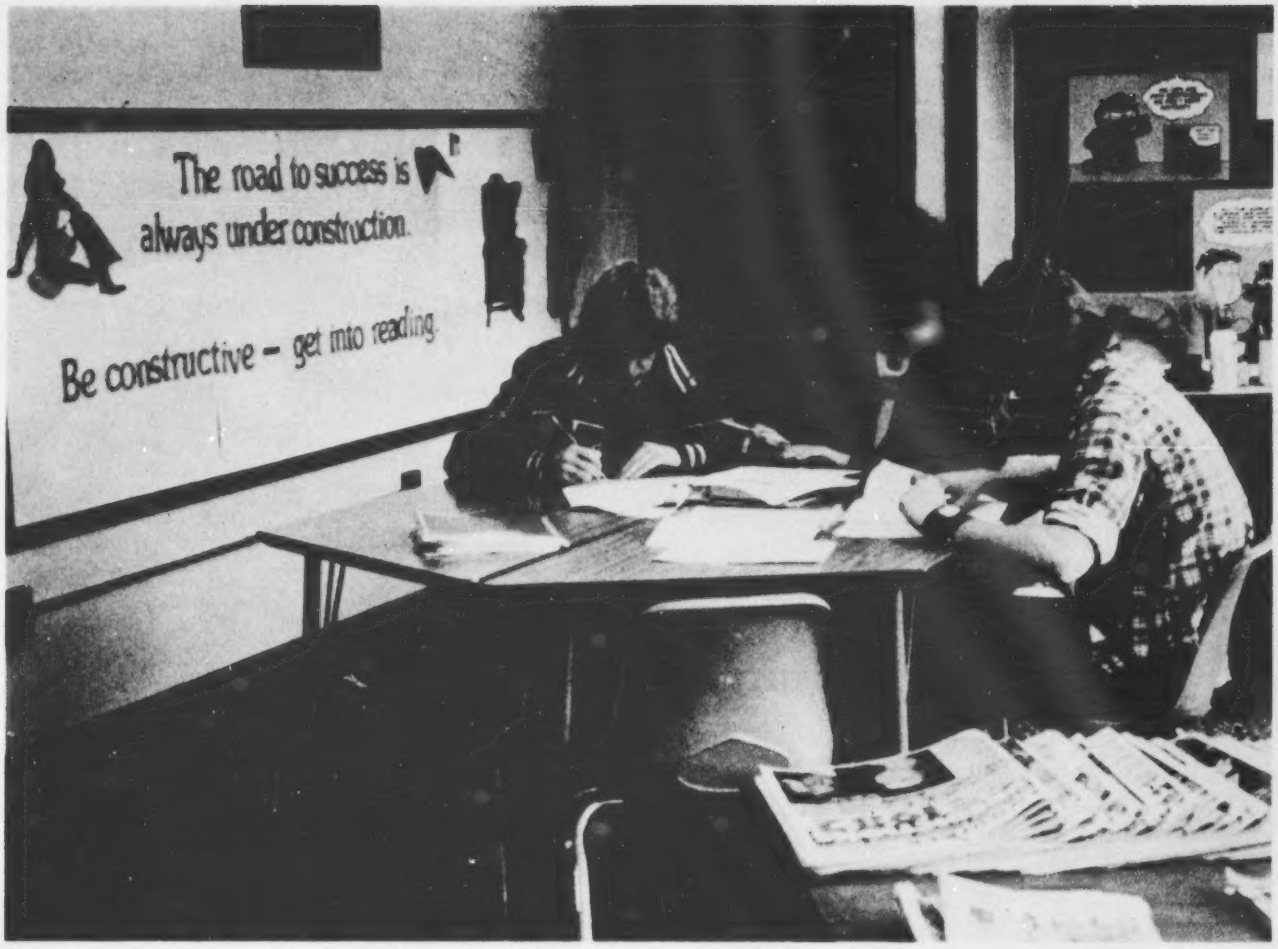
Typical achievements were such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Title I funds are also used to provide workshops and other types of inservice training designed to increase teacher and parent effectiveness under very challenging circumstances.

In summary, severely handicapped children have a right to appropriate educational services and Title I is one piece of legislation which addresses this need.

BEST COPY AVAILABLE



Special Programs for Neglected and Delinquent Children

Separate provisions of Title I also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Title I programs.

During fiscal 1982, the Ohio Department of Youth Services used Title I funds to help 1,065 delinquent youngsters in nine schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included speech therapy.

The Ohio Department of Rehabilitation and Corrections provided supplemental reading and math instruction to 641 sixteen- through twenty-year-olds serving terms at Lebanon Correctional Institution, Mansfield Reformatory, or the Ohio Reformatory for Women at Marysville.

The Ohio Veterans' Children's Home in Xenia provided 167 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and speech and hearing therapy.

During each of the last five years, over one million dollars in Title I funds have been used to provide extra instruction to an average of 1,640 neglected and delinquent children, nearly all of whom were wards of the state or the courts.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1978	13	1,396	$1,184,262
1979	14	2,231	1,205,061
1980	13	1,369	1,370,301
1981	13	1,340	1,244,522
1982	13	1,873	1,226,168

BEST COPY AVAILABLE

The number of Title I participants served each year tends to vary in line with the number of children committed to agency care.

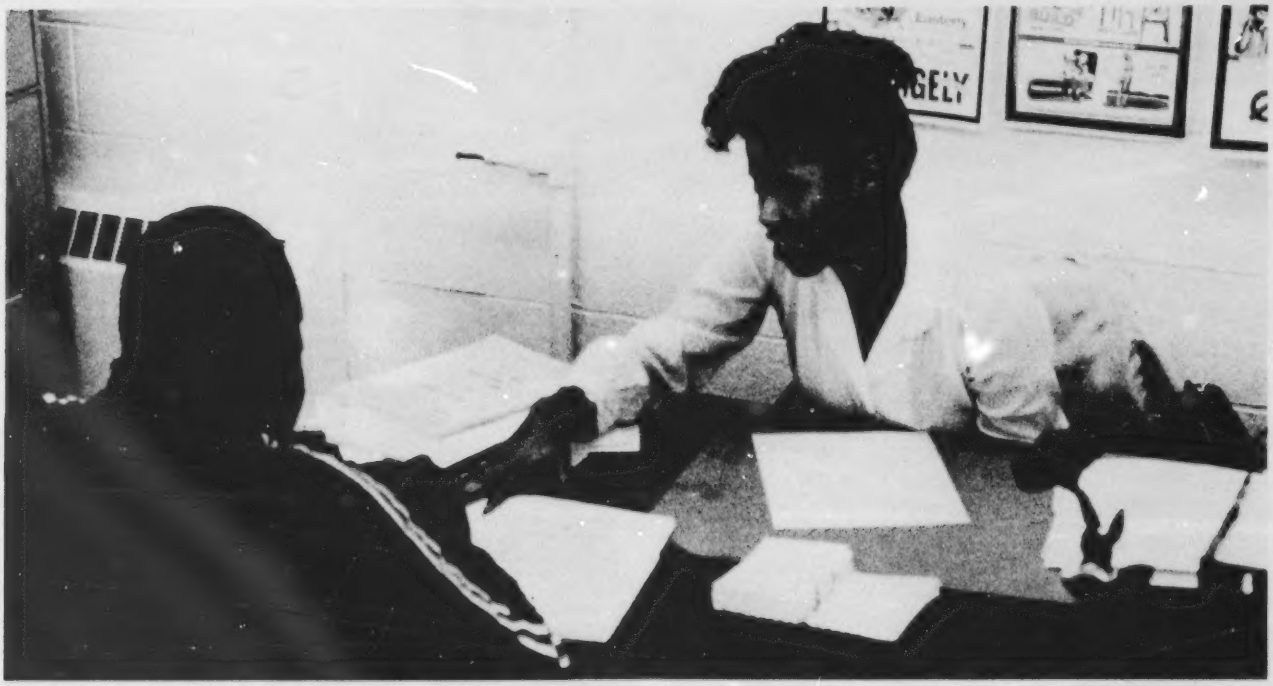
Title I Participants by State Agency					
Agency	**1978**	**1979**	**1980**	**1981**	**1982**
Ohio Department of Youth Services	944	1,713	746	694	1,065
Ohio Department of Rehabilitation and Corrections	370	438	545	552	641
Ohio Veterans' Children's Home	82	80	78	94	167
Totals	**1,396**	**2,231**	**1,369**	**1,340**	**1,873**

Over 90 percent of all expenditures regularly go for instructional salaries, personal service contracts, and fringe benefits. The remainder goes for instructional resources and supportive services.

Expenditures by Function Areas					
Function Areas	**1978**	**1979**	**1980**	**1981**	**1982**
Salaries, fringe benefits, personal service contracts	96%	97%	94%	93%	94%
Instructional materials, supplies, equipment, supportive services	4	3	6	5	2
Administration	*	*	*	2	4
*Estimated 1-2%, mostly in salaries for 1978-1980.					

Expenditures can also be categorized by instructional areas. During each of the past five years, over 50 percent of all available funds were used to improve reading skills. Another 35 to 43 percent of the expenditures were for mathematics instruction.

Expenditures by Instructional Areas					
Instructional Areas	**1978**	**1979**	**1980**	**1981**	**1982**
Reading	51%	54%	51%	61%	55%
Mathematics	39%	43%	43%	35%	40%
Other*	10%	3%	6%	4%	5%
*Includes tutorial services and speech and hearing therapy.					



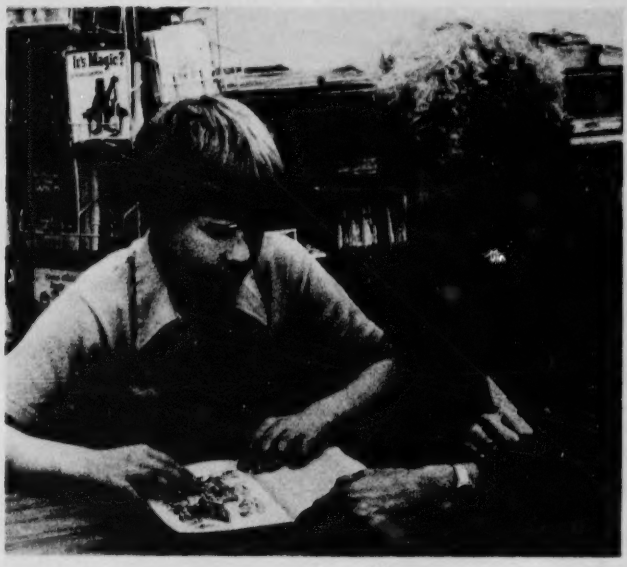
BEST COPY AVAILABLE

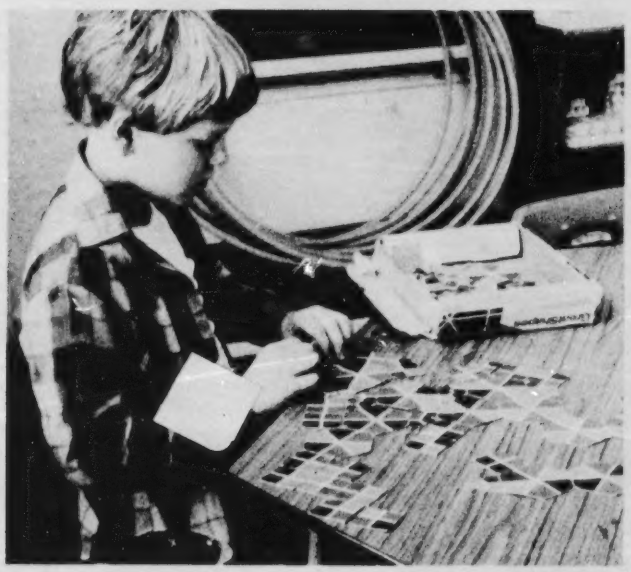
Seventy-two percent of the 1,873 participants in fiscal 1982 received extra instruction in reading. To evaluate academic progress, standardized tests were used to check students' skills when they began instruction and again when instruction ended. During 1982, the extra reading instruction enabled 55 percent of these students to gain one month or more for each month of instruction.

Academic Progress in Reading Per Ten Months of Instruction*

Degree of Improvement	1978	1979	1980	1981	1982
Marked improvement (15 months or more gain)	59%	65%	70%	73%	49%
Improvement (10-14 months gain)	8	10	8	8	6
Some improvement (5-9 months gain)	6	10	7	7	6
Little or no gain (4 months or less gain)	27	15	15	12	39
Number of students	1,245	1,425	1,050	1,004	1,340

*Based on standardized test scores and prorated as necessary.





BEST COPY AVAILABLE

Sixty-six percent of the 1,873 participants received extra instruction in mathematics instead of, or in addition to, extra reading instruction.

Effectiveness of this instruction was evaluated in the same manner as reading instruction. During 1982, the extra mathematics instruction enabled 62 percent of 1,228 students to gain one month or more for each month of instruction.

Academic Progress in Mathematics Per Ten Months of Instruction*

Degree of Improvement	1978	1979	1980	1981	1982
Marked improvement (15 months or more gain)	62%	55%	67%	72%	52%
Improvement (10-14 months gain)	8	9	8	8	10
Some improvement (5-9 months gain)	5	11	4	7	5
Little or no gain (4 months or less gain)	25	25	21	13	33
Number of students	1,130	1,072	780	887	1,228

*Based on standardized test scores and prorated as necessary.

Title I for Neglected and Delinquent Children: Summary of Successes

Most neglected and delinquent youths who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Title I funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Title I in Ohio. Other highlights include:

- Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided.
- Instruction funded through Title I supplements the instruction provided by the state to all students being educated under similar circumstances.
- Evaluation data indicate that over half of the youngsters receiving extra reading and mathematics instruction in fiscal 1982 made one month or more gain for each month of instruction. To appreciate the significance of these gains, keep in mind that most of these students were convicted felons and had poor or failing grades in previous school settings.
- Title I funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.

BEST COPY AVAILABLE

State Leadership

All Title I funds are channeled through state departments of education. The Division of Federal Assistance, which was created within the Ohio Department of Education in 1965, administers Title I. As previously mentioned, the one exception is that in 1982 the Division of Special Education began administering the component which provides Title I funds to state agency schools for the handicapped. Through the years, a staff of 15 to 18 experienced school administrators and educational consultants has helped local school districts and state agencies to insure the delivery of concentrated and effective instructional services to children.

Major services provided by the Ohio Department of Education to local school districts and to state agency schools eligible for funds are:

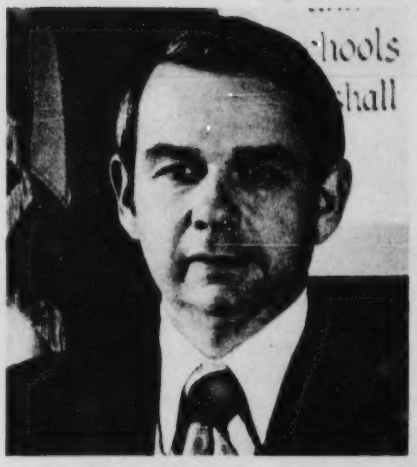
- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staff and parent advisory councils; (4) state and regional workshops and meetings; and (5) publications, audiovisual presentations, and speaking engagements.

During fiscal 1982, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a meeting for new Title I coordinators; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Title I require the state educational agency to disseminate pertinent information, The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices.

State publications for fiscal 1982 included the preceding edition of *Title I in Ohio* and *The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance.



Franklin B. Walter
Superintendent of Public Instruction

R. A. Horn, Executive Director, Compensatory and Habilitative Education

Basic Programs Professional Staff, January 1982. Row 1, left to right, Alice Gibson, Earl Gibson, Bill Thomas, Rhoda McIntyre, Sally Boyd, Donna Jones. Row 2, Carl Evans, Tom Wilson, John Laut, Arlie Cox, Bill Strayer, Dave Merrick.

BEST COPY AVAILABLE

Title I in Ohio

Five-Year Financial Summary

Grant Awards

Programs	1978	1979	1980	1981	1982
Basic	$57,263,893	$71,843,792	$84,609,916	$83,244,360	$80,281,200
Migrant	1,494,770	1,498,656	1,712,154	1,712,154	1,712,154
Handicapped	6,175,712	6,788,169	7,331,154	6,993,862	7,019,161
Neglected & delinquent	1,184,262	1,205,061	1,370,301	1,244,522	1,226,168
Totals	**$66,118,637**	**$81,325,678**	**$95,023,525**	**$93,194,898**	**$90,238,683**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Programs	1978	1979	1980	1981	1982
Basic	126,216	130,266	146,155	144,629	126,926
Migrant	5,078	3,872	3,203	2,860	3,240
Handicapped	6,883	7,357	6,731	5,885	4,766
Neglected & delinquent	1,396	2,231	1,369	1,340	1,873
Totals	**139,573**	**143,726**	**157,458**	**154,714**	**136,805**

PUBLICATION CREDITS

Ohio Department of Education

Franklin B. Walter, Superintendent of Public Instruction

R.A. Horn, Executive Director, Compensatory and Habilitative Education

Arlie Cox, Assistant Director, Division of Federal Assistance

Eileen Young, Editor

PHOTOGRAPHY

Public school systems of Cincinnati, Columbus, Lakota, Marietta, Marlington, Minford, Norwood, Rocky River, Rolling Hills, Warren City, Xenia, Youngstown; state agency schools operated by Fairfield County and Franklin County Boards of Mental Retardation and Developmental Disabilities, Ohio Veterans' Children's Home, Sagamore Hills Children's Psychiatric Hospital, Scioto Village, State School for the Blind; Ohio Department of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

The Ohio Department of Education ensures equal employment and equal educational opportunities regardless of race, color, creed, national origin, handicap, or sex in compliance with state directives and federal recommendations.